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New York, February 26, 1881.

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Several leading teachers and business men have organized a society under the above title. The object is to afford to the teachers in cities, towns and school districts throughout the country the opportunity to insure their lives for the benefit of relatives and friends. The average compensation of the public school teacher is less than that for any other service requiring the same amount of training and ability, and few even under the most favorable circumstances are enabled to make any provision for the future whatever. The plan of the organization is simple. All expenditures will be limited to the lowest practical amount. Care has been taken to frame a constitution which shall contribute in its operation to the carrying out of this plan.

Organized mutual life insurance associations for teachers in New York, Brooklyn and in some other large cities, have performed a commendable work of benevolence, and this association is formed to do a similar work.

The New York Stock Exchange, the New York Produce Exchange and the mercantile and professional interests generally are represented by similar organizations, which are all in successful operation. The Masonic fraternity, Odd Fellows and other secret societies also have numerous associations of this character in a flourishing condition. Indeed any inquiry, instituted in this direction, will lead to a mass of information on the subject, which will not only confirm the statement of the popularity of these associations, but of their successful progress and of a general satisfaction with this simple form of life insurance.

We believe the objects to be such as teachers will desire to encourage, and predict the success of the Society. Its details may be learned by addressing the Secretary, W. D. Myers, 21 Park-place, N. Y.

### Pensions for Teachers.

The question of pensions for teachers is debated more and more each year. There are those who desire a pension as a just recompense for years of unpaid labor; there are those who think the teacher should save his money like any other person and not depend on the government for aid. In Canada a plan is employed that meets with favor from some; by others it is held in contempt; these a fund, has been created and is managed as follows. In 1853, a grant of \$2,000 was made by the Legislature in aid of teachers who had grown too old for the service. In the next year, 1854, a bill was passed, the principal provisions of which were:—That all teachers desirous of availing themselves of the benefits of the fund should, from that time, subscribe to it at the rate of four dollars per annum. That they should attain the age of sixty years, unless disabled earlier, before participating in the fund. That upon the teacher retiring from the profession on account of age or ill-health, he should be paid at the rate of not more than six dollars per year for every year he had taught in Upper Canada; and in the event of the fund for any year not being sufficient to pay at the rate of six dollars per year, then the fund was to be divided *pro rata* among those entitled to it.

And here we notice, the subscription was not compulsory. Let us see how it worked. In 1860, the grant was \$4,000, the subscriptions for the year were only \$349. In 1867, the grant was \$4,500; subscription was \$22; in 1868, the subscription was \$231. The teachers in active service took little or no interest in the scheme. In 1871, the male teachers were compelled by law to subscribe. If one leaves the profession one half is returned to him. If

he dies the whole amount with interest is returned to his representatives. It appears that in 1878, \$12,240 were collected from 3,060 male teachers. There was paid out \$41,192, to 339 persons so that the government granted \$28,952. This would average about 700 dollars each; but it is divided in proportion to the years taught in Canada.

### Boston.

The entire city is just now feeling proud of the new building for the Boys' Latin School and English High School. These are managed as two schools, but together they correspond to the High School in most cities. The building is probably the most admirable one as a piece of architecture to be found on the continent. Its cost is a full half million. The conveniences and the elegancies of this building make it a model.

Why does a city like Boston lavish its money in this way? Is it a matter of sentiment? Not at all. Boston believes in Higher Education. It believed in it when a forest stood where its public schools now stand; and having tried the experiment, believes yet more in it. The change begun in the public schools a few years ago is still in progress; it had long been needed. Routine had seized the schools in its grasp, and they were showing the signs of paralysis. The public had become alarmed. Supt. Elliot was called to the helm, but the teachers did not want a change—for it would require exertion. Col. Parker who had achieved a brilliant reputation in Quincy was made a supervisor or superintendent of the public schools. His views are radical, but based on common sense. "No matter about courses of study, let the quality of the teaching be put first." Instead of examining for the quantity learned, as most supervising officers do, he looks for the results that can only be attained by good teaching. If he finds these he is satisfied, no matter whether it has taken one year or two years to produce them.

Col. Parker is apparently about forty years of age, of powerful physique, robust health, boundless good humor, quick in wit, earnest in purpose and persevering in plan. He will effect a mighty revolution in a few years. He is the true successor of Horace Mann, but with this difference—In Mr. Mann's day education suffered from neglect; the people did not care for the schools. Now education suffers from its friends, so to speak. There are plenty who want to enter the educational ranks—it is found to pay. The educational work has become systematized, and it must be done in a certain style irrespective of results.

Men such as Col. Parker are needed in every city to counteract this solidifying tendency. He announces that teaching must be done in accordance with fixed principles, and these the teacher must know in addition to the knowledge she is required to communicate; of course, he meets with resistance; the teachers want from them no change, for that will require exertion and study. But their are always some to help forward progressive thought

Boston.—The teachers of Boston have secured Professor G. Stanley Hall, lecturer on Pedagogy at Harvard University, to give a course of twelve lectures on Saturday morning. The course began Jan. 29. The titles are as follows: 1. The Kindergarten; 2. Religious training and instruction; 3. Reading, writing and drawing (elements of); 4. Arithmetic and the rudiments of higher mathematics; 5. Geography and history; 6. Modern languages; 7. Ancient languages. The German gymnasium; 8. Science. The German real-schule. 9. Physical culture, including singing, sewing, embroidery, etc.; 10. Teachers and normal schools; 11. School organization and legislation; 12. Educational history, theories and literature.

The price of this course is two dollars, and a good number attend it. We must ask the question, why do not the New York teachers take up this not only important but absolutely necessary work? We give the conundrum up. There is no solution except to suppose that all, from President Walker down to the latest appointed young lady, know all that is needful on the twelve subjects enumerated above. But do they? And Brooklyn! Strange as it may seem, the city of Hoboken is moving for pedagogical lectures and libraries.



## THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL.

## The Opening Exercises.

Nearly every teacher desires to open school with exercises that will leave moral or religious impressions if possible on the mind of the pupil. That good comes from exercises properly conducted will be agreed to; it only remains to select the exercise and to carry it forward in a way that will effect the purpose designed. By common consent, Reading of the Scriptures, Singing and Prayer are considered as suitable for the opening exercises. If the school officers are willing, the teacher will probably select one or even all of these and employ them each morning.

**Not too long.** The tendency is to shorten, rather than lengthen, all religious exercises. If the pupil becomes weary the good effect is gone. In a primary school the extent should be five or six minutes, in a grammar school eight to ten minutes; in a high school ten to fifteen minutes.

**Earnestness.** If the exercise lacks earnestness it lacks its most important element. It must not be done mechanically, as though it were a part of the contract of the teacher. What is done should be done in a joyful, earnest frame of mind.

**Variety.** It is possible to so vary the exercises that pleasure as well as profit will be derived. In fact if there is no pleasure there will be little benefit. Children love variety in all things. It may be added that the attempt should not be made to employ the exercises to reflect upon or punish certain pupils. Children are keen-sighted and they detect any meanness of this kind. A teacher had a pupil that used tobacco—he took occasion to indulge in the remark, after reading the Bible, that no man achieved greatness who smoked or chewed tobacco, etc. This was understood to mean J—— and several pupils turned around and smiled derisively at him. The teacher supposed he had made a hit; the lad was convicted, not converted; he felt attacked, and resisted. The general program may be stated to be: (1) Hymn, (2) Scriptures, (3) Lord's Prayer, (4) Song. The latter may be something neither secular nor religious. If time permits, other songs may follow. (5) Remarks; directions needed as to school work; and then school-work itself.

**Promptness.** The exercises should be conducted with out halting or waste of time. One should succeed another without loss of a moment. To accomplish this the exercise should be thoroughly learned.

An example of a "Morning Exercise" will now be given. All being in their places, (a pupil or an assistant at the piano, if there is one, otherwise the teacher will conduct the music,) the teacher rises and looking intently and earnestly at the pupils, says:

"Remember now thy Creator in the days of thy youth, while the evil days come not, nor the years draw nigh, when thou shalt say, I have no pleasure in them."

The pupils respond, "Let us hear the conclusion of the whole matter. Fear God and keep his commandments, for this is the whole duty of man."

Next all sing:

"Oh, happy is the man who hears  
Instruction's warning voice,  
And who celestial wisdom makes  
His early, only choice."

All then, bowing the head, repeat, with the teacher, the Lord's Prayer.

Next all sing,

"My native country, thee  
Land of the noble free,  
Thy name I love;  
I love thy rocks and rills,  
I love thy templed hills,  
My heart with rapture thrills,  
Like that above."

This, then, is an outline, a framework that may be infinitely varied. The Scripture recitation may be lengthened to a half dozen verses. Selections may be made and written on cards or in little books and thoroughly learned, so that they may be promptly repeated. It is well to write on the blackboard the order of the exercises. In this case it would be sufficient if this were written:

1. Remember now thy Creator.
2. Let us hear the conclusion.
3. Oh, happy is the man.
4. Lord's Prayer.

## 5. My Native Country.

When one selection had been thoroughly learned, another one can be taken up, and thus in a term of twenty weeks several selections can be learned. In a high school the selections could be changed each day.

For the NEW YORK SCHOOL JOURNAL.

## Decision of Character.

As an element in the character of the teacher decision is very important. He is obliged to meet a thousand circumstances, unlooked for, that tend to obstruct his progress. Especially are their obstacles interposed that only force of character will remove. The education of the pupil is the work of the personality of the teacher, the present force of the teacher. He must arouse the attention, he must hold attention, he must oblige, by a stronger will than his own, the will of the pupil to give way and to yield to directions that may not be wholly pleasant.

Decision of character is the element needed to accomplish most of the purposes of life. All have in general, brain power, but all have not that force of mind that compresses the movement so that instead of languor there is energy. You can take a hammer that weighs a half pound and press with all your might on the head of a nail, but it will not penetrate the wood. If now you raise the hammer and cause it to descend with swiftness the nail enters. If it seems to pause you move the tool with more velocity. This illustrates the need of decision. It shows that an amount of power if differently applied that fails in one instance may accomplish the result with perfect ease. Two persons possessing the same amount of general education, the same amount of vital force, the same amount of conscientious purpose will produce different results, because one has energy and the other lacks it; one has decision of character and the other lacks it; one controls events and the other is controlled by them.

A teacher gives a general direction and finds it is not observed. For example, he says, "all sit erect" and a few shrug their shoulders. He may either consider his school to be composed of the most unruly persons in the world and his lot a hard one; or he may conclude he doesn't know how to govern them. Whether the first is true or not, the latter is a fact that his pupils know if he does not. Let the teacher settle down to the task of acquiring decision of character so that when he issues an order it will be obeyed. It will be of no use to scold, to say "you are a disobedient set"; "you ought to be ashamed of yourselves"; "you are not half as good as the pupils in school," will not mend the matter. The pupils need to feel that "they must mind," that an order must be obeyed.

It is not infrequently the case that the teacher permits pupils who are prompt and obedient at home to change their characters at once as soon as they enter the school room; they are lazy, disrespectful and disobedient. It is plain that the fault lies in the teacher. Although he cannot see why this is so, his pupils feel that he is not worth minding.

The first thing to do is for the teacher to resolve to cure himself. Let him determine to be energetic, to acquire force, to lay aside listlessness and inertness. Having indulged the pupils in inattention they have acquired habits that must be removed and this may demand some days and even weeks to accomplish perfectly. But begin at once.

Suppose the pupils enter the school-room and begin to run about and create confusion and noise. The teacher has told them a hundred times not to do just what they are doing. At the first movement they make in disobedience, let the teacher move to enforce order. Speak with decision. "John come and stand on the floor;" designate a particular place, require him "to toe line." If another disobeys proceed in the same way and thus break up the disorder.

1. *Speak with energy.* Choose well your words; use as few as possible; do not dilute your earnestness with much talk; the best generals are disposed to taciturnity rather than loquacity.

2. *Look energetically at your pupils.* "No one can govern" said an able school-commissioner "who cannot look his pupils in the eye." You call a pupil to you, you talk with him, and while talking you fix your eye on him. He feels your eye as the bird feels the eye of the serpent. Learn to look at your pupils.

3. *Act your energy and decision.* The teacher who sits lazily in his chair, who leans on his elbow, who rarely

moves about and when moving goes with a slow and languid step betrays his lack of manly vigor and pluck.

4. *Have self-reliance.*—The teacher who shows he fears his pupils, cannot control them. He may have doubts, but he need not show them. Let him act as though he was master of the situation. "Faint heart never won a fair lady," has a wide application. It will not do to falter or show perplexity; the keen eyed boy will see it and take advantage of it. A vice principal remarked to a principal, "I often thought the difficulties too great for you even to surmount, yet you never seemed to mind them," "I saw them clearly enough, but I did not allow any one to suspect that I was worried, much less doubtful of results."

5. *Be watchful.* The teacher should deserve the remark often made of the country school master. "He seems to have eyes in the back of his head." He should know all that is going on in the school-room. He may not take active notice of it at the time; but by referring to it he shows that he knows. A teacher said as the pupils were going out at recess, "The boy that eat a part of an apple this morning will please eat the rest while he is out, for I want him to study his lessons when he comes back." This in a low, steady, collected voice, eying each pupil sharply had great effect.

6. *Assume the mastery.* It is not done by threats; it is a declaration of superiority; it is an exhibition of authority. This assumption of mastery, this doing and acting as though a master in an art and a fine art. Familiarity with the pupils, want of manners unseat the teacher, pluck off his crown and trail his purple in the dust. A teacher had been told that a certain boy uniformly gave trouble. A week passed by and as he did not put in an appearance she congratulated herself that he had "graduated himself." She had gone early to the school-room and was seated at the desk when the door opened, and a large boy entered, saying "Hello," in surprise and contempt. Waiting a sufficient time, looking fixedly at him with all her might, she said slowly and deliberately, "What did you say, sir?"

He felt abashed and stammered out some excuse and went out. When he came in with the others she looked at him again, in fact, never took her eyes off him: "Step this way, sir, if you please."

Her eye was on him at every step. When he stood before her she looked keenly at him: "I believe you came in the school-room a short time since, my pupils are in the habit of saying good morning to me when they come. I will thank you to do the same. What is your name sir?"

The interview was so managed that the boy felt she was his superior, not in strength, size or physical power, but in mental force.

7. *Perfect the details of the order of the room.* A teacher who says "the class is excused," need not murmur if they leave in confusion. Suppose a dozen each half hour go straggling to their seats, some hurrying, some loitering; of course, disorder is the result. Let the class be before you; the lesson is finished. You give a signal for attention. They all look at you, and you look at them, quickly, alertly, sharply. You give a signal for them to rise; they obey it, but not satisfactorily; you give the signal for their being seated. You wait a moment, you catch the attention of all, you say "let us improve on the order, try and rise together." You give the signal, they obey it. You wait a moment and then say in a distinct collected voice "Quietly." Next came the signal and they move to their seats, the one at the head going first, then the next and so on.

The teacher may complain that this consumes time. Order does consume time, but not so much as disorder does. The army that makes a fine show when brought out on gala days has been well drilled on other days, we may be sure. Good order in the school-room is very much the result of a close attention to many details. Train the pupils to come and go properly, to carry their bodies aright, to hold their books, to place their feet in line, train them to do things just as you want them done. The pupils can learn order as they can learn arithmetic; if they don't seem to know order it is because the teacher has not taught it.

8. *Arouse a spirit of self improvement;* the difference between teachers lies almost wholly in this. A pupil who is interested to learn, whose deeper nature is stirred, who is impelled by an earnest desire to advance in knowledge and general culture will not usually spend his time in worrying the teacher. Hence, the teacher must determine to arouse an interest. The school must not be allowed to



be monotonous. The recitation must be conducted with life and animation. He must supplement them with information such as the pupils cannot lay hold of.

The above principles will help any teacher who has tact to manage almost any school-room. If he has no tact, he will be constantly in difficulty; so that a teacher should strive to have tact. Suppose you have had a bad day, you need not feel discouraged. Resolve with all your might "I will improve." Look over the field. Try and trace the disorder to its causes, and then try and remove the causes. For example; the day is cold and you allow some to stand around there stove; here the is pushing and perhaps a quarrel. One teacher would open court and take testimony. "Who struck Henry? Who stepped on Mary's foot?" A far better plan would be to send all to their seats even though some should suffer. A keen eye teacher would see the mischief-maker and keep him away from the stove. But it would be better to manage matters so that there would be no need of going to the stove. A pupil who races in the snow at recess and at noon need not apply for the favor of warming his feet.

This is given as a sample of many difficulties. Look back to the cause and remove them. A teacher noticed there was trouble at a certain desk. "He is all the time joggling my desk, was the complaint." The pupil was warned again and again, but there was no abatement of the scowls and half muttered threats. At last the teacher discovered the desk to be loose and to need fastening down. She asked one to bring a screw-driver and screws and it was fastened securely to the floor and the trouble was at an end.

Thus the teacher must survey the field and lay his plows to overcome the obstacles that exist in him and in his pupils. Friction will exist among a train of wheels and finally wear them out. But human ingenuity is so great that friction has been reduced to a minimum. So it must be in the school-room. Attention to the points where the difficulties arise will suggest remedies that may be applied so as to render the teacher's work a happy and successful one.

For the NEW YORK SCHOOL JOURNAL.

### Kindergarten Education.

#### III.

By JOHN KRAUS AND MARIA KRAUS-BOELKE.

It can not be too often repeated that the most essential part of the whole Kindergarten system is the methodical arrangement of the exercises and games, and the explanation given by Froebel to those who are to conduct them. To become acquainted with them all is a study; to apply them well, an art; to understand their significance, their effect, and the order and manner in which they should be given to the children, is a science. Nothing but a long and careful study of the system and its actual workings can give such a knowledge of it as will enable a person to practice its peculiar mode of instruction or to fully understand its many important points.

It is, strangely enough, a general impression that the Kindergarten is a school. This idea is, however, entirely erroneous; for the Kindergarten and the school have different objects in view and are conducted according to different methods. While the Kindergarten affords the child, previous to its entering the school, the right occupation and requisite training for a course of regular instruction, the Intermediate and Advanced Classes are taught according to Froebel's method, his ideas being more fully developed and more completely realized. "First the blade, then the ear, then the full corn in the ear." About our Intermediate and Advanced Classes more anon.

The characteristic of Froebel's method consists just in his methods of occupying children, by permitting them to bring forth a product by their own feeble efforts. Ready-made playthings hinder childish activity and train to laziness and thoughtlessness; and hence are injurious. Says Bertha von Marenholtz: "People ignorantly fancy that Froebel gives to all children the same materials, prepared beforehand, so that they may make use of them, and that he obliges them to draw from these materials determined and foreseen results. But this would trammel all individuality. We observe, especially in this country, a disposition to make patterns and prepare elaborate materials for Kindergarten; but this is a deviation which annuls Froebel's principle. His method is the very opposite. The child receives only simple materials, which he can transform, or compose into new forms within the limits of their nature. If no account were made of these limits and con-

ditions, it would be impossible to arrive at any regular form whatever, or the form would be given up to chance. The inventor often owes much to chance; but if he would communicate to others the processes he has followed, or if he would repeat them himself, he must give an account of them. He can do so only by bringing within precise rules all the acts and facts involved in them. The real value of Froebel's Kindergarten lies in the transference of the family atmosphere into the public education, in the methodical training of feeling and inclination, affording to the child material and opportunity to develop his productive force, not only for his own benefit, but for the good of others; while the school occupies itself principally with the methodical development of thought.

It is, however, necessary that the Kindergarten should receive a fuller development and continuation in a garden for the young, and in an art and work establishment where the children may continue their garden occupations, as well as the element that Froebel had in view when he founded the Kindergarten at Blankenberg, for it is obvious that many families want a help towards the development of will and feeling, not only in the first years of childhood, but during all the time given to education.

Considering Kindergartens under this point of view, we are necessarily led to infer that we must take quite a different direction in the training of Kindergartens than the one now in favor. In it must be taught domestic duties and acquirements, their minds being aware of the fact that those occupations are found the best materials for the education of children. It is important to develop in them real motherly ways, such as the Germans express by the word "*Mütterlichkeit*," which no abstract reasoning of the mind can give, but which are the product of a deep insight into the child's nature, wants, and necessities.

The insight, which Froebel possessed to a very high degree, is wanting in a great many of his followers for the two following reasons: first, the too intellectual bias given to education, then the too narrow circle in which Froebel's followers move themselves. They go on studying Froebel in order to understand Froebel without taking into account that Froebel's ideas are not the miraculous product of a single individual mind, but the result of the accumulated work and experience of centuries. Froebel himself is but a link in a long chain of progression, and to comprehend him fully it is necessary to walk in his steps, to study what may be called the groundwork of his ideas, nature as well as pedagogues and poets; we must enter deeply into the ideas of such men as Comenius, Rousseau, and above all Pestalozzi; we must read the great poets who have given us an insight of human nature, study the outer works of creation to understand the relation in which we stand towards it,—and then return to Froebel himself, but freed from prejudice and no longer dependent upon his ways and peculiarities, which are only a part of his too marked and strong individuality.

In conclusion, we will state in passing that in regard to our demand as to the essential part of the whole Kindergarten system objection has been raised, that if Froebel's method demands so much culture, ability and knowledge; its general introduction becomes impossible; for it is difficult to expect that ladies, with such degrees of culture, will undertake the conduct of a Kindergarten more or less public.

### Things to Tell the Scholars.

THE dispute between Russia and China is in a fair way of settlement. Russia is to restore all of Kuldja except a small portion northwest of Ili, and China is to pay the cost of Russia's preparations for war.

IRON DOG, one of Sitting Bull's chiefs, with sixty-four followers, direct from Woody Mountain, have surrendered to Major Ilges. So destitute were they that they killed ponies for food along the route. Nearly 700 members of Sitting Bull's band have now been gathered in by our troops.

ENGLAND.—A long debate on the bill to compel the Irish to maintain order took place in Parliament, and then the Speaker refused to allow it to be prolonged. The members from Ireland not agreeing to this were suspended. The law was passed and it is believed that the rents will be paid and the troubles ended.

NATIVES of the Solomon Islands last October seized Lieut. Commander Bower and five seamen of the British ship *Sandfly*, tortured, killed and served them up as funeral baked meats. A similar fate befell the crew of the *May Queen*, a trading vessel in 1876. The islanders over-

powered the crew, and afterwards killed and ate them all, save the cook and steward, who escaped the last horrible fate by committing suicide, knowing that the savages devour only those who they themselves kill. The British corvette *Emerald* has sailed for the Solomon Islands to avenge these atrocities in an exemplary manner.

LAST year there was an attempt to force the people to use the heavy silver dollars, but they were found to be unpopular. Now the Bureau of Engraving and Printing is busily engaged in printing legal tenders of the denominations of \$1 and \$2. It is believed that the Secretary means to lay in this stock of small notes to relieve the pressure expected next summer for \$1 and \$2 notes for the purpose of paying Western harvest hands. The bureau is also engaged on national bank notes, principally of the denominations of 5 and 10 dollars.

The *Botanical Gazette* says there are two crops of flowers on the chestnut tree. The first crop—the one which gives the snowy whiteness to the chestnut woods in early summer time—falls before the second crop opens. The first crop is wholly of male flowers. Next there is a crop of male and female flowers, and these produce the chestnut-burs and finally chestnuts. It has been supposed that these second-crop male flowers fertilize the female flowers, but it appears not by Dr. Schneck's observations. He says there are trees that produce burs but no fruit in them, and yet have this crop of male and female flowers. Once in a while a few perfect nuts are produced. These facts go to show that the later male flowers are of little use to the plant. So that there is a mystery about the chestnut tree.

THE counting of the electoral vote took place on Wednesday, the 9th instant and was a strong contrast to the same ceremony of four years ago, when so much excitement existed. At noon the Senate, headed by the Vice-President, proceeded to the House and occupied the two inner rows of seats. Senator Thurman and Hamlin and Representatives House and Crowley were the tellers appointed in accordance with the electoral-count bill, and took their places at the Clerk's desk and the Vice-President called the joint meeting to order, the result showing 214 electoral votes for James A. Garfield and Chester A. Arthur, and 155 for Winfield S. Hancock and Wm. H. English. Vice President Wheeler declared James A. Garfield to have been elected President of the United States for the term of four years, beginning on March 4th, and Chester A. Arthur Vice-President for the same period. Then the Senators withdrew and both bodies resumed the ordinary business of the day.

THE POTATO.—The potato has been found, apparently indigenous, in many parts of the world. Sir W. J. Hooker says that it is common at Valparaiso, where it grows abundantly on the sandy hills near the sea. In Peru and other parts of South America it appears to be at home. Mr. Darwin noticed it both in the humid forests of the Chonos Archipelago and among the central Chilean mountains, where sometimes rain does not fall for six months at a stretch. It was to the colonists whom Sir Walter Raleigh sent out in Elizabeth's reign that we are indebted for our potatoes. Herriot, who went out with these colonists, wrote an account of his travels, and makes the earliest mention of this vegetable. Under the heading of "roots," he mentions what he calls the "openawk." "These roots," he says, "are round, some large as a walnut, others much larger. They grow on damp soils, many hanging together as if fixed on ropes. They are good food, either boiled or roasted." At the beginning of the seventeenth century this root was planted as a curious exotic in the gardens of the nobility, but it was long ere it came into general use. Many held them to be poisonous and the potato is closely related to the deadly-nightshade, and from its stems and leaves may be extracted a very powerful narcotic.

ENSILAGE.—This term designates green forage crops preserved in silos, or cement-lined pits. One of the earliest adventures in this new field was Mr. Clark W. Mills of Pompton, N. J., and his silos are now as extensive as any in the county, and his success last year was so encouraging that he is now wintering 120 head of horned cattle and twelve horses without a pound of hay. His ensilage was gathered from less than thirteen acres of land and it is simply the stalks of Indian corn cut when green into half inch lengths and packed in silos under pressure so tightly as to exclude the air.

A ton of ensilage costs about one dollar; about one-tenth of the cost of hay. Mr. Mills has found by experiment that the freshly cut maize can be compressed in



volume nearly one-half. He has pits forty feet long, thirteen feet wide and twenty feet deep, and fills them to the top, lays on planks and heavy weights. The ensilage is perfectly preserved from the top layer to the bottom. When cut from the solid mass it is of a brownish green color, and the juices have a slightly acid taste. It is laid in a heap for a few days to ferment slightly and it then emits a pleasing aroma. The cattle devour it eagerly, and their appearance seems to prove that it is healthful, while the abundant milk they produce is of the best quality. It must be remembered that now thirty millions of tons of hay are used to supply the horses and cattle through the winter, and this plan proposes to reduce the cost nine-tenths.

### School Expositions.

As a closing exercise an exposition is by far the most profitable and interesting that the school could possibly offer. It is simply an exhibition of the work done by the pupils during the term. From the first day of school the work has been written out, and preserved with a view to the exposition. In the reading classes, many of the exercises have been preserved; the same in spelling.

In arithmetic the problems and solution analysis, etc., have been written in a blank book, so that each pupil has an arithmetic with the key. In grammar the parsing exercises have all been carefully written and the sentences diagrammed and analyzed. By the way, the "Normal Teacher" Parsing Book is just the thing to secure written parsing lessons in good shape for the exposition.

In geography each pupil will have his maps and outlines to exhibit. As physiology has been taught by the use of charts and drawings on the blackboard, the teacher can give a very interesting lesson by having pupils step to the charts or diagrams and point out the different parts of the body. History has been taught almost exclusively by essays and outlines, and these will be in good order for the exposition.

No subject in a country school should receive more careful attention than letter writing. No school is well taught that does not include it in its course of study. This subject should include letters of all kinds, the drawing of drafts, notes, &c., and all these will come in to swell the work of the exposition. Every teacher should be able to teach music. At the exhibition he can exhibit the musical talent of his pupils by having them sing a few songs which they have learned. If rhetoric has been taught, there will be a good opportunity to have some original productions read. Every teacher can teach Botany and Geology in a country school, or he should be able to do so at least. If he does attempt it, let the pupils collect the rocks and flowers, and the teacher can name and analyze them. Have a nice place where all the rocks and flowers can be on exhibition.

The teacher who knows anything of philosophy or chemistry, can perform during the term a number of experiments and teach the pupils to do the same. At the exposition the pupils can perform these experiments themselves.

And now when the end of your term is at hand there will be no need of hurrying, cramming, forcing, and neglecting regular work to make some sort of closing display. Yet you will have something interesting and improving to the whole neighborhood, which you invite to visit you on the last day. On the afternoon before, you will have the pupils bring in their stores, and with their assistance you will tack some muslin along one side or end of your school room and under your direction you will all, or such as can be of assistance, fasten in full view the outlines, drawings, the pressed flowers neatly fastened on paper, and pressed ferns and leaves which the children have gathered, and all the various written exercises of both little and big pupils, with the name of the author signed to each, arranging the whole tastefully as you know how. Have a table, likewise covered with muslin, as the clean back ground adds much to the appearance of things, on which to arrange such things as cannot be hung. Here may be placed the minerals, various kinds of wood, shells, insects, or any specimens or curiosities which the children have gathered and talked about during the term, the copy books, composition books, &c.

It is with no little delight that the children see these trophies of their work arranged and spread out before them, surprised to see what a nice display they make. How emulation and ambition are kindled afresh; how it helps them to feel special interest in every exercise they

prepare during the term; what a living interest it gives to the subjects, compared with what a dry, abstract examination would awaken; what growth it promotes in the space of a term through the work it calls forth, compared with any extraneous entertainment such as the 'exhibition,' of our country schools usually is. The idea of the 'exposition' had its origin in the Normal school, at least we got it there, and having tried it know it to be a most capital one, and wish others to have the benefit of the plans it opens up for raising the plans of school work.—*The Normal Teacher.*

**A COMMON MISPRONUNCIATION.**—"There goes Parnell, the Irish agitator!" observed a gentleman on the seat before me, in a railroad car. "Parnell, is it?" replied his companion. "That is Mr. Parnell," whispered the lady behind me to her daughter. "Mr. Parnell. Ah!" Now here were four persons, educated people evidently, who in the course of two minutes mispronounced a plain English name. It is always annoying to hear the accent misplaced on a name, whether local or personal. We Americans seem to have taken a fancy for throwing the accent in family names on the last syllable, if possible, in defiance of all sound rules of good sense or good taste. These two qualities, by the bye, are very closely allied.

Last year I had a nephew in love with a charming girl, Miss Brownell; of course she was Lily Brownell to her lover. A few months later as ill luck would have it, his sister was courted by Harry Bedell, pronounced Bedell of course. Now Brownell and Bedell are good English names and should have a good English pronunciation. Bedell is no doubt the same as Beadle. Many English names ending in *ell* were originally connected with the common nouns *well* or *wall*. The governor of the State of New York to-day is Governor Cornell. The university in Western New York is Cornell University. We have known a Judge Hubbell. Liddell and Waddell are instances of the same fancy. *Littell's Magazine* travels over half the country. But the propensity to throw the accent on the last syllable is not confined to names ending in *ell*. Barnard is frequently pronounced *Barnard*, Tricketts becomes *Tricketts*, General Steuben is General *Steuben*, in spite of his German birth. That distinguished gentleman, the present Secretary of State, is spoken of, in rustic parlance, as *Mr. E varts*. Not long since, we were shown a collection of the famous caricatures of *Hogarth*! A year or two since we were introduced—with a flourish—"to an assemblyman from a Western State," the Hon. Mr. *Hubbard*!—*February Atlantic.*

A little girl of twelve, the daughter of a Hoboken clergyman, was asked: "Sadie, does your father ever preach the same sermon twice?" After thinking a moment, Sadie replied:

"Yes, I think he does; but I think he hollers in different places."

**BARONESS BURDETT COUTTS.**—This very rich woman has lately been married to William L. A. Bartlett, who was born in Philadelphia. Why should people object and say so much about it? The only answer to this question is found in the conditions under which the Baroness holds her vast fortune. She was the daughter of Sir Francis Burdett and of Sophia Coutts, daughter of Thomas Coutts, the founder of Coutts' bank. The will provided that in case she married an alien that portion of the estate represented by her interest in the Coutts bank should revert to the other heirs. Mr. Bartlett at the age of fourteen was taken by his mother to England to be educated, and it is claimed that he is not an alien. Her age is 63 and his is 32.

The formation of clubs and societies to unite those who desire to pursue the study of botany is becoming quite common. Waltham has one of these, presided over by Mrs. Sarah E. French, who has for years been a teacher distinguished for her ability to recognize and name all the plants in that vicinity, especially the ferns and grasses. Nantucket has had a botanical society for several years, with Mrs. Katherine Starbuck as president, who is enthusiastic in exploring the island to find and declare its flora. Her enthusiasm was rewarded with the discovery by her daughter of the "*Erica cineria*," which Prof. Gray declares is found nowhere else in America. The real Scotch heather on Nantucket, and not elsewhere in the United States at least, gives that botanical society no little happiness and some *ecstasies*.

### EDUCATIONAL NOTES

#### ELSEWHERE.

**THE REV. GEORGE WASHBURN, D.D.**, president of Robert College at Constantinople, is in this country, soliciting aid for that institution. The college has now 220 students, principally Armenians, Bulgarians, Greeks, Turks, and Persians, and but for its limited capacity and straitened circumstances this number could be more than doubled. The institution is incorporated in the State of New York and is controlled by a board of trustees, of which Wm. A. Booth, Esq., is president and Jacob D. Vermilve, Esq., is treasurer. The trustees appeal to the public for an endowment fund of \$200,000, and \$78,000 for additional buildings. Mr. Robert during his life gave to the college \$297,000.

**ENGLAND.**—Winchester College is the oldest of all the great schools. William of Wykeham drew up the laws and mottoes for his school. You may still read upon the college arms that "Manners maketh man;" you may still behold upon the school-house wall "the painted mitre and crozier, the rewards of clerical learning; a pen and inkhorn and a sword, the insignia of civil and military pursuits; and a long rod, typifying the punishment of those too indolent to devote themselves either to study or to active life," each emblem with its appropriate legend: "Aut Disce;" "Aut Discede;" "Manet Sors Tertia Cæli." There, too, is the *Tabula legum Pædagogicorum* with its quaint Latinized directions for the boys' behavior, "In templo, in schola, in Aula, in atrio, in cubiculo, in oppido ad montem, in omni loco et tempore."

**PENN. YAN.**—The teachers held an association Feb. 5. Prof. F. D. Hodgson spoke on "The value of higher education in business life," and then it was discussed. A class exercise by Mrs. J. R. Stewart was given illustrating her mode of teaching arithmetic. Miss Lizzie V. Bowen gave an excellent class exercise in "Primary reading." This was good proof of the excellence of the written word method. By this they are instructed to read and write from the beginning. The primary pupils that came forward write nicely and it proves that the above teacher is doing good work and is entitled to much credit for the thorough manner in which she instructs. "Voice culture in schools" by Prof. C. W. Landon came next, with a class of singers. Next a short address by Prof. O. F. Ingoldsby, "The tendency of our modern modes of instruction." W. F. Van Tuyl was president and N. S. Dailey secretary.

**THE PEABODY FUND.**—At the meeting of the trustees of the Peabody fund, held Feb. 3, in Washington, the annual report of the late Dr. Sears was read by his daughter, who was his private secretary. The report shows that, whereas thirteen years ago there were no public schools in the South, now there are 1,000,000 children, white and black, in attendance, and many of the States have established normal schools. It is the policy of the board to further encourage these schools, by setting aside a liberal share of the annual income, which is now \$92,000, for that purpose. The board chose unanimously the Rev. J. M. N. Curry, of Richmond, as general agent, at a salary of \$5,000 and \$1,000 for contingent expenses. He is a Baptist clergyman, a graduate of Harvard, and a class-mate of President Hayes in the Harvard Law School, a gentleman of great culture, and who enjoyed an intimate acquaintance with the late Dr. Sears, giving him an opportunity to know the workings of the board. The board appointed Judge Manning, of Louisiana, a committee to present a memorial to the government and Legislature of Mississippi, asking that they shall provide for the payment of interest on about \$1,000,000 of the repudiated bonds of that State, which was included by Mr. Peabody in his bequest to the education fund.

**NEBRASKA.**—Supt. S. R. Thompson's annual report is very valuable. Thanking him for it, we publish an extract from County Supt. J. A. Smith's paper on Teachers' Institutes:

"The institute question has been pretty thoroughly tested by the leading educators of the day. First an institute of three or four days session was tried, but found to be too short for any practical use. Next the session was prolonged to a full week, but still found to be too short to do the work necessary for the occasion. The work of the institutes thus far had been confined almost exclusively to what were termed 'Model Recitations.' But about this time it was found that the institute which gave the best result



and which proved most satisfactory, was not the institute of model recitation alone but the institution of model instruction as well. It was then wisely decided that the institute, to do the most good for the least outlay, must assume the character of a normal school and prolong its session at least three, and better, six weeks.

We now come to consider the second part of our subject, viz., 'Hints for the management of normal institutes.' The first thing necessary to insure a successful normal institute is a corps of teachers who are able to work and willing to study; who have passed that station on the road to knowledge at which so many teachers are accustomed to stop and say by their actions, if not words: 'I have now learned all that is worth knowing.' The next requisite which the superintendent must possess is the implicit confidence of his teachers in his ability to organize and carry through a normal institute. The superintendent can best attain this confidence by proving his ability to fill every other requisite of his office successfully. He must at all times be found on the side of right and justice, never allowing himself to be influenced to do that which is not strictly in accordance with law and justice for policy's sake; being impartial with all persons, whosoever they be, under similar circumstances. 'Study to know thy duty, and be just to perform it,' is the command of Him who rules us all. The next things to be secured are a conductor and several assistant instructors, of whose ability there is no question. He—the superintendent—should then see that the Institute is thoroughly advertised and that the teachers are kept posted regarding the different steps taken by the superintendent, whereby the working of the Institute will be perfected. An article of judicious length should appear in some one or more of the county papers each week for at least five or six weeks previous to the convening of the Institute, written by the superintendent, advising the teachers of what he is doing and what he expects of them. The superintendent, in conjunction with the instructions, should agree upon a course of study to be used, and the same should be followed as closely as the circumstances will admit. The Institute should be divided into two or three divisions, according to the number in attendance. This division must be based on the grade of the certificate, or upon the superintendent's knowledge of their ability and experience. When the Institute convenes, the superintendent should assume the general management of it. He should have his arrangements so perfected as to admit of no interruption or delay in the work, but be able to begin operations as soon as one dozen teachers are present; he should assign each one, upon arrival, to his proper division and the instructor should immediately assign him his work. The superintendent should engage a sufficient number of lecturers to have at least two, but not more than three lectures each week. These lectures should be of a character in keeping with the object of the institute. He should require his instructors to report to him each week in regard to the proficiency of the teachers, and to recommend to him any change from one division to another thought best by them; he should also require them to report to him at the close of the Institute what things have been best done and what things are most needed to improve the schools of his county. These reports, when properly arranged, should be published in the county paper. The conductor should have general charge of the Institute instruction. He should hear two or three classes himself and see that the programme is strictly carried out. The assistants should be specialists in their work, which should be confined to two branches at most; they should be very practical in their instruction and should require accuracy of their pupils; they should require frequent written examinations, the result of which should be reported to the conductor and superintendent; they should dismiss their classes promptly on the call of the signal bell and not allow one class to encroach upon the time of another. I would also recommend some spirited vocal culture, with instrumental accompaniment, as being a good supplement to each day's work in the Institute."

At the meeting of county superintendents, the following resolutions were unanimously adopted: "That each county superintendent should hold one Normal Institute each year. That the length of the session of the Normal Institute be not less than two nor more than six weeks. That the instruction given in the different branches should be so arranged as to make each lesson a medium for conveying information on methods of teaching. That a law should be enacted by which an Institute fund may be created and Institute work be made uniform and permanent."

## LETTERS.

Cannot you say something in the paper to rouse the women? In this town are over sixty teachers and only four of them are men. Those four are live persons (I am one of them); they take educational journals and own a number of educational treatises, but the women-teachers who co-operate are few and far between. I have calculated that the per-centage of really earnest women-teachers is about twenty in my school, in an adjoining school it is sixteen or seventeen. We have tried to have teachers' meetings, but this has failed. They say they have to attend Sunday-school teachers' meetings, and that is enough. I claim that the interests of the day schools are before the Sunday-schools. But this is denied. There must be more men secured at teachers or the women must be more in earnest if any progress is to be made.

J. D.

(One of the best things said by Supt. Philbrick is that it was a backward step when men were ousted to give places to women in our schools. This is now becoming apparent. We say this not because we love woman less but the school more. We do not raise the question whether man can teach better or not, we say the progress of the schools needs men possessing the very best abilities. Not the rag-tag, not the puny, the half-starved, the goody-goody, the uncertain minded, the failures—but the stalwart—those who would make good lawyers, ministers, physicians and business men. Yes, there is a need of men. Possibly that will be the only way to reach the women. We know to our cost that a woman will do her shopping first and then if there is any over-plus think of an educational paper next. But let us admit there are many most noble, brilliant, self-sacrificing, earnest women in the school-room. The pity is there are not more.)

I am teaching in this village a school of 81 pupils, with no assistant. The village is noted far and near as a most drunken and filthy place. Hardly a child comes to school whose father is not a drunkard. I cannot say anything directly in school against this evil, not because I am afraid of losing my position, but because I have the good of the pupils at heart and can do them more good in a quiet way. One man (?) took three bright little children from school because I advocated temperance and Christianity. I should like to do something that will tell not only while I remain here but after I am gone, and I know of nothing better than to get the pupils interested in good reading, to throw away the dime novels and read something that will educate them. It must not be too radical, but by degrees inculcate imperceptibly to them the principles of right and justice. To this end if you will send me sample copies of the *SCHOLAR'S COMPANION* I will visit the homes of the pupils and see how many I can introduce. R.

(Does any one suppose this teacher, no matter what his salary, will be ever paid for services in this world?)

It is encouraging to find an educational journal talking of things as they are. I felt at first that there was an opposition to the teachers, but find that it was an opposition to the mockeries of teaching. Let us admit that the present plan is about as bad as it can be; and let us see if there is no way out of it. The first thing to catch the attention is the utter indifference of the teachers. They won't write, won't try and mend matters. Our only way out of the muddle is by establishing professional schools—there you are correct; but then the teachers are opposed to having professional schools! Is not this a strange statement. But it is true. And so the first thing will be to educate the teachers.

M.

[The statement above will probably be doubted. Yet it is a clearer announcement than we thought could be made by one who is inside. Those who would be free must themselves strike the needed blow. But here is the difficulty. The teachers at the top see nothing to gain by attempting a reform; the principals and superintendents are decently paid and are very comfortable—they cannot make anything by uprooting the absurdities that choke the noble system of public schools, so that the assistance of all that class must be discounted. Look and see for yourselves. There are those, it is true, who would like to help—but they know it is at the peril of their situations.]

Some frauds succeed from the apparent candor, the open confidence, and the full blaze of ingenuitiness that is thrown around them. The slightest mystery would excite suspicion, and ruin all. Such stratagems may be compared to the stars, they are discoverable by darkness, and hidden only by light.—COLTON.

## EDUCATIONAL MISCELLANY.

For the NEW YORK SCHOOL JOURNAL.

## Words.

By IDA A. AHLBORN.

I have listened to reading which sounded like the pronunciation of a column of words from a spelling book. That these words meant something never seemed to enter the minds of the readers. In a reading class of this kind, we came to the expression "ruminating animals." "What kind of animals are they?" I asked. Many were the conjectures, but most of them agree that it must mean such animals as the lion and tiger, and great was their surprise when the correct meaning of the word was given.

It is words, meaningless words in our reading classes, till my very soul is sick of them. What are words worth save as, in their combinations, they express thought? A word, a sentence must mean something to me else it might as well be in an unknown tongue.

The miser gathers his gold, but knows not how to spend it. He wears tattered, filthy clothing and eats unwholesome food that his coffers may be filled. We gather these beautiful word coins not to store them away in the coffer of memory, to be used no more, but to take them out often for the enriching and beautifying of our thought and speech. No reading lesson should be passed over till its full meaning has been extracted; and this can be done by skillful questioning on the substance of the lesson, by a drill on synonyms, by forming sentences using difficult words, etc. This will not be a dry exercise if rightly conducted. To a class that has been taught simply to pronounce words, it will be like a revelation to have the combinations of letters suddenly grow into living ideas and thoughts.

## George Eliot.

The *Spectator* says of this eminent authoress: "There is too little movement in her stories. They wholly want dash and sometimes want even a steady current. No novelist, however, in the whole series of English novelists, has combined so much power of painting external life on a broad canvas, with so wonderful an insight into the life of the soul. Her English butchers, farriers, auctioneers, and parish clerks are, at least, as vigorously drawn as Sir Walter Scott's bailies, peasants, serving-men, and beggars; while her pictures of the inward conflicts, whether of strong or of feeble natures, are far more powerful than any which Sir Walter Scott ever attempted.

The genius for historical portraiture, for gathering up into a single focus the hints of chroniclers and historians, is something distinct from that of mere creation, and demands apparently a subtler mixture of interpreting with creating power than most creators possess.

No one can deny that the moral tone of George Eliot's books—"Felix Holt" being, perhaps, a doubtful exception—is of the noblest and purest kind; nor that the tone of feeling which prevails in them goes far in advance even of their direct moral teaching. We should say, for instance, that in regard to marriage the spirit of George Eliot's books conveys an almost sacramental conception of its binding sacredness, though, unfortunately, of course, her career did much to weaken the authority of the teaching implied in her books. But the total effect of her books is altogether ennobling, though the profoundly skeptical reflections with which they are penetrated may counteract, to some extent, the tonic effect of the high moral feeling with which they are colored. Before or after most of the noblest scenes we come to thoughts in which it is almost as impossible for the feelings delineated to live any intense or hopeful life as it is for human lungs to breathe in the vacuum of an air pump. After she has breathed a noble spirit into a great scene, she too often proceeds to exhaust the air which is the very life-breath of great actions, so that the reflective element in her books undermines the ground beneath the feet of her noblest characters.

We should rank George Eliot second only in her own proper field—which is not the field of satire—Thackeray's field—to Sir Walter Scott; and second to him only because her imagination, though it penetrates far deeper, had neither the same splendid vigor of movement nor the same bright serenity of tone. Her stories are, on the whole, richer than Fielding's, as well as far nobler and vastly less artificial than Richardson's. They cover so much larger a breadth and deeper a depth of life than Miss Austen's that, though they are not perhaps so exquisitely



finished, they belong to an altogether higher kind of world. They are stronger, freer, and less Rembrandt like than Miss Brontë's; and are not mere photographs of social man, like Trollope's. They are patient and powerful studies of individual human beings, in an appropriate setting of social manners, from that of the dumbest provincial life to that of life of the highest self-knowledge. And yet the reflections by which they are pervaded—subtle and often wise as they are—to some extent injure the art of the pictures by their satiric tone; or, if they do not do that, take superfluous pains to warn you how very doubtful and insecure is the spiritual footing on which the highest excellence plants its tread.

### Thomas Carlyle.

Thomas Carlyle has been for many years an unique figure. He wrote the "Life of Schiller" in 1823, "Sartor Resartus" was published in 1833, and "The French Revolution" in 1837.

The fact that he was opposite to them on so many questions caused many men to shut their eyes to the fact that his was a grand and rugged nature, and that his head and heart were above and beyond them. Carlyle steadily advanced in the esteem and estimation of the public. More than this, he achieved an influence as a thinker not reached by any other writer of his age. Compare him with Macaulay, for example. Justin McCarthy, who is probably as free from prejudice as any, says:

"No influence suffused the age from first to last more strongly than that of Thomas Carlyle. England's way of thinking was at one time profoundly affected by Carlyle. He introduced the English people to the great German authors very much as Lessing had introduced the Germans to Shakespeare and the old English ballads. Carlyle wrote in a style which was so little like that ordinarily accepted as English that the best thing to be said for it was that it was not exactly German. At one time it appeared to be so completely molded on that of Jean Paul Richter that not a few persons doubted whether the new-comer really had any ideas of his own. But Carlyle soon proved that he could think for himself, and he very often proved it by thinking wrong. There was in him a strong, deep vein of the poetic. Long after he had evidently settled down to be a writer of prose and nothing else, it still seemed to many that his true sphere was poetry.

"The grim seriousness which he had taken from his Scottish birth and belongings was made hardly less grim by the irony which continually gleamed or scowled through it. Truth and force were the deities of Carlyle's especial worship. "The eternal verities" sat on the top of his Olympus. To act out the truth in life, and make others act it out would require some force more strong, ubiquitous, and penetrating than we can well obtain from the slow deliberations of an ordinary parliament, with its debates and divisions and everlasting formulas. Therefore, to enforce his eternal verities Carlyle always preached up and yearned for the strong man, the poem in action, whom the world in our day had not found and perhaps could not appreciate.

Coming to effects, Mr. McCarthy says:

"But the influence of Carlyle in preaching earnestness and truth in art and letters and everything else, had a healthy and very remarkable effect entirely outside the regions of the moralist. \* \* \* His value is in his eloquence, his power, his passion and pathos; his stirring and life-like pictures of human character, whether faithful to the historical originals or not; and the vein of poetry which runs through all his best writings, and sometimes makes even the least sympathetic reader feel he has to do with a genuine poet."

An American writer says:

"As an author, Carlyle has influenced the literature and thought of the English-speaking world more than any one man since Dr. Johnson was its autocrat. It is certain that he has done more than all other writers to introduce to the English and American people the philosophy and literature of Germany, of which he was so complete a master."

### A New Spirit Needed.

The only hope for better teaching is the rise of a new spirit among teachers. The remedy for poor teaching must be constitutional, not local. In some way there must be a new and a higher conception of the processes by which one human mind is to control and direct the development of other human minds. Among the elements

of this new conception may be mentioned the following:

1. Teaching takes place under the domain of law,—it involves the play of cause and effect, and the adaptation of means to ends. The mind has predetermined modes of activity which are as uniform and invariable as the laws of gravity or of chemical affinity. Psychology is a science as positive and real as the science of astronomy; for we are as sure that we have minds as that there are stars.

2. As the teacher deals with mind, he can deal with it intelligently only by knowing the laws which control and determine the mind's activities. It is as clearly the duty of teachers to be well grounded in the principles of psychology, as for physicians to have an intimate knowledge of physiology and astronomy.

3. Teachers should be men of science in the same sense that physicians and engineers are men of science. In all they do, so far as it is possible, they should make use of the provisions of science as the only rational way of adapting means to ends. The ceaseless effort of the teacher should be to bring his methods into conformity with law; and he should count it a disgrace to rely upon tradition, precedent or chance, for the processes he employs. He should be well grounded in doctrines, and his methods should be the natural and inevitable outgrowths of these doctrines.

The thing to be desired above everything else in a course of normal instruction, is that teachers should gain a deeper insight into the nature of the teaching powers, and that they should prosecute their work in the light of the conceptions just stated. Teachers should learn this new habit of thinking about the purposes and methods of teaching. This thought should be uppermost in their minds: What principle underlies this method? What law can we call to our aid in solving this problem in teaching.

Those who are engaged in normal instruction should gain inspiration from the thought that they are assisting in the education of a new school of teachers, and are giving currency to certain educational doctrines which will be instrumental in molding the education of the future. It is of but little consequence that they teach geography; but of vast consequence that they teach the means of estimating the educational value of geography, and the rational method by which it is to be taught.

It is not to be expected that the pupils of normal schools are to enter upon their work as accomplished teachers and educators; but it is reasonable to expect, that if their instruction has been what it ought to be, they will steadily and surely grow into such teachers and educators. The habit of deep and methodical thinking on educational questions is a fair exponent of a teachers' promise. The truce with mere authority must be broken; and many educational questions must be thought out or thought over again anew. Normal schools will accomplish their highest function if they will infuse the coming generation of teachers with the spirit and the love of inquiry, and will furnish the data for solving some of the great problems in educational science.—*Educational Weekly*.

I HOLD that those who abstain from alcohol have the best digestion and that more instances of indigestion, of flatulency, of acidity and of depression of mind and body are produced by alcohol than by any other single cause. It is an agent as potent for evil as it is helpless for good. It begins by destroying, it ends by destitution and it implants organic changes, which progress independently of its presence even in those who are not born.—Dr. RICHARDSON.

**RECIPE FOR MAKING COMPOSITION BLACK-BOARDS ON THE WALLS OF SCHOOL-ROOMS.**—For 20 square yards of wall—take 3 pecks of mason's putty; 3 ditto of clean sand; 3 ditto of ground plaster; 3 lbs. lampblack, mixed with 3 gallons of alcohol. The alcohol and lampblack must be mixed before it is put into the plaster. Now rapidly mix the materials and put them on as hard finish is put on. A narrow trough should also be placed below the black-board to receive the chalk and wiper.

Mrs. Partington met the young minister, and in order to say something to put him at ease remarked, "We generally have fine weather, except when the sun crosses the Penobscot."

"Why," he said, "you don't mean the Penobscot, do you?"

"Oh, perhaps not; it may be the Passamaquoddy, or some other of those hard names."

### The Nation should Educate its Citizens.

In the United States Senate, Dec. 15, 1880, the bill to set apart the net proceeds of all future sales of public lands, and the net receipts of the Patent Office, for the education of the people, being under consideration, Senator Morrill of Vermont said:

The celebrated ordinance of 1787 proclaimed that "schools and the means of education shall forever be encouraged." This was an ordinance of the whole country, reaffirmed in 1789 by Congress after the adoption of the Constitution, and its obligations must be redeemed by the authority of the whole country, with the proceeds of the territory and property originally dedicated to this high purpose. Schools and the means of education can thus, and only thus, be forever encouraged.

For authority to dispose of the public lands for educational purposes, we are not, as has been shown, driven to seek any power not expressly granted to Congress. At the same time it may not be improper to show that such a disposal is not in conflict with any part of the Constitution, but is in harmony with the interpretation early and constantly given to it by its founders. The general scope and power of the Constitution comes to us in broad and general terms, not being confined to powers expressly granted, as were those of the old confederation, but upon the completion of its frame-work vigor and life was implanted in all its parts by the extreme discretion and unlimited supplemental power conferred upon Congress—

"To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by the Constitution in the Government of the United States or in any department or officer thereof."

The vested powers, therefore, are not barren but fruitful powers. Among the principles and declared purposes of our government, President Madison enumerated the following:

"To promote, by authorized means, improvements friendly to agriculture, to manufactures and to external as well as internal commerce; to favor in like manner the advancement of science and the diffusion of information as the best aliment to true liberty."

In the farewell of Washington he urged his countrymen to "promote, then, as an object of primary importance, institutions for the general diffusion of knowledge." The words of Washington and Madison were revered when uttered and the lapse of time has made them precious as legacies of political gospel.

No one objects to the schools of West Point and Annapolis for the education of our military and naval officers; we are indeed very proud of them; but is that all we can do? After that must we confine national contributions to tree culture and fish culture? I would not underrate the importance of eradicating the cotton-worm or the Colorado beetle; but is it less important to eradicate the unlettered ignorance of millions of freedmen?

A government that aspires to be the high school or model among all free nations should not confess that it has no power, directly or indirectly, to aid in schooling its own children. The question which we have to face is: Shall the republican government of the United States alone among the enlightened governments of mankind, in spite of its lofty pretensions, shirk all responsibility as to the education of its people?

The measure before us stands on a noble principle, wholly impregnable, if human self-government rests upon popular intelligence—a principle which neither the republican nor the democratic party will be willing to repudiate so long as each claims to be the champion of self-government and of the common people; and if the measure is worthy of adoption it is worthy to be adopted with the least possible delay.

A SMALL book, but one in its way quite important, is *School Management*, by Amos M. Kellogg. It is designed as a practical guide for the teacher, and we know of no one more competent to write such a book than Mr. Kellogg. For many years a successful teacher, and now the editor of the *New York School Journal*, he has made a special study of methods, and tested them by long practice. The wearied teacher, who finds her pupils restless and her own work irksome, should read the book and see how pleasant the work of the school can be made. Were all of the teachers of the United States to adopt and carry out its suggestions, the efficiency of our schools would be increased a hundred per cent. The volume has an introduction by Thomas Hunter, President of the New York Normal College. *American Bookseller*.



## FOR THE SCHOLARS.

## The Exiles.

The Russian government send those who offend it to Siberia. The journey is a long and painful one. On his arrival the prisoner must answer the following questions: His name? How old? Married or single? Where from? Address of parents, or relations, or friends? Answers to all which are entered in the books. A solemn written promise is then exacted of him that he will not give lessons of any kind, or try to teach any one; that every letter he writes will go through the officer's hands, and that he will follow no occupation except shoemaking, carpentering, or field labor. He is then told he is free! but at the same time is solemnly warned that should he attempt to pass the limits of the town he shall be shot down like a dog rather than be allowed to escape, and should he be taken alive shall be sent into Eastern Siberia.

The poor fellow takes up his little bundle, and, fully realizing that he has now bidden farewell to the culture and material comfort of his past life, he walks out into the cheerless street. A group of exiles, all pale and emaciated, are there to greet him, take him to some of their miserable lodgings, and feverishly demand news from home. The noble by birth get about \$4.00 a month from the Government for their maintenance, and common people only \$3.50, although many of them are married and sent into exile with young families. Daily an officer visits their lodgings, inspects the premises when and how he pleases, and makes some mysterious entry in his note book. Should any of this number carry a warm dinner, a pair of newly-mended boots, or a change of linen to an exile lodged for the moment in the police ward, it is likely as not marked against him as a crime. In fact, should the officer feel out of sorts, the effect of cards or drink—he vents his bad temper on the exiles. Crimes are marked down against the exiles in astonishing numbers, and a report of them sent regularly to the Governor of the Province.

Winter lasts eight months, a period during which the surrounding country presents the appearance of a noiseless, lifeless, frozen marsh—no roads, no communication with the outer world, no means of escape. In course of time almost every individual exile is attacked by nervous convulsions, followed by prolonged apathy and prostration. They begin to quarrel, and even to hate each other. Some of them contrive to forge false passports and make their escape, but the great majority of these victims either go mad, commit suicide or die of delirium tremens. Their history, when the time comes for it to be studied and published, will disclose a terrible tale of human suffering and shortcomings not to be found in the history of any other European State.—*Scholars Companion*.

## The Battle of Life.

By JOHN E. DENNIS.

Some are born as the saying is, "with a gold spoon in their mouths"—that is they are surrounded with the comforts and luxuries of life from their youth up. Others are steeped in poverty, and are beset with trouble and what is worse, have the opposition of surrounding circumstances. Those who really benefit the world come from a class who literally fight their way along. The lives of these, wherever found, is full of interest and encouragement. Sometimes it is up and down the dreadful streets of a huge city that the hero walks, plunging among its dark alleys, threading its narrow streets; sometimes it is in the far away hamlet where his only companions are sunshine and storm, snow and heat, night and day, summer and winter to witness his labor and longings.

Albert Barrow was but a child when his father and mother died; having no relatives he was "taken to be brought up" by a farmer who had no boys of his own. With him he emigrated to the prairies of Missouri. The memories of his childhood in Ohio were a halo, a glorious something towards which he looked with an intense longing but they faded in the distance, glorious still.

The first lesson he learned was that of work. Early and late that was to be done; cutting wood, building fires, milking cows, harnessing horses, ploughing land, reaping and threshing wheat. But gradually there was formed in his mind an intense desire to lift himself out of the oppression of manual labor, to master it and not be mastered by it. At the age of seventeen he formed the determination to go out into the world and conquer it for himself. He had once disclosed his wishes to the farmer and had been threatened so severely that he knew of no way but to go secretly at night. Carrying out his plan he was in a few days in St. Louis. Here he found

he must work, if he would live. First, he helped load stoves and other hardware that was to go from the foundry to the boats. Next, he kept the books that recorded these shipments, studying the geography nights and attending a school to improve his penmanship. As time rolled on he learned more and more about the business until at last he knew the whole process.

His activity, his honesty, his intelligence began to have a reward. After ten years of hard work, the firm of J. L. and J. T. Brown, marking his excellent qualities, proposed to take him into partnership and give him one eighth of the profits. Now he began to lay up money; the citizens saw he was a rising man were ready to bow to him in the streets. He could scarcely realize that he was the same one who came into the city but a few years before footsore, hungry and homeless.

It is the upward desire that saves us. Ever look up; no matter what may be your work or your fate, look up. If poor, if rich, if sick, or well still look up. He who fails to try to advance in knowledge, position, and better feeling fails in all. To add to one's wealth is desirable, but not all can do this; all in this land can, however, be brighter and better.

It is probable many a boy and girl who reads these lines is in the thick of the battle. Your time is fully occupied with work so that you cannot add to your knowledge, or you cannot go to school, or you cannot get books, or your parents need you at home. Are you sure these are obstacles that must hinder you? There are few things that prove to be beyond the power of the resolute will to overcome.—*Scholars Companion*.

## Perils of the Sea.

It is believed by many lads that the life of a sailor is the most delightful of all. They think lightly of the sufferings that can be caused by winds and waves from which there is no escape. While so many have safety on land let us see what has been the lot of those at sea.

Dec. 18 the British bark Fontabelle, sailed from Falmouth Harbor, Jamaica, for London, having on board a crew of twenty-five men and ten passengers. The bark left with a fair breeze, and all the indications pointed to a quick and prosperous voyage. When one day out, however, the wind fell to a calm, and the bark slowly rode the sea for several days without making any headway. On December 17th a sudden hurricane of almost incredible fury struck her, carrying away her masts and rigging, and leaving her almost a helpless wreck in ten minutes' time. The dismantled hull was swept by wild waves, which again and again buried her almost from sight, momentarily threatening to swamp her by the sheer weight of the tons of water with which she was overwhelmed.

The passengers and crew alike abandoned all hope, and crouched under the bulwarks in the stern awaited their fate. Mr. Peter Branker, one of the four survivors of the scene, thus describes the incident that followed. "A dark and dismal night came on. On the opposite side of the deck I could distinguish, at every flash of lightning, the forms of Signor de Morrella and his young bride, who were clinging to the bulwarks somewhat apart from the doomed crowd around them. The wife, whose beauty and coolness had been remarked by all on board during the first few days of the passage, had been bound securely to the vessel with ropes by her young husband. He hovered over her, uttering at frequent intervals wild cries of desperation as the prospect of saving her became more discouraging.

"About 4 A. M., just as the gray dawn was breaking, the bark rose with a tremendous effort on a mammoth wave and as she plunged down, down, until I thought we had foundered, a sudden and terrific shock conveyed to every one the information that she had struck on a reef. The next wave struck her with deadly force, and, tearing along the deck, carried away ten or twelve men, including Captain Nixon, and the bride of De Morrella. Her husband gazed after her for an instant, and then sprang on to the bulwarks and leaped frantically after the doomed girl. Amid all the roar of the wind and waves I could hear his agonizing:

"Rita! Rita!"

"By a superhuman effort he succeeded in reaching her, but only in time to clasp her in his arms before both disappeared beneath an immense wave which swept over them."

When the bark drove on the sunken reef, she lodged between two rocks which held her firmly. Under the action of the waves, however, she rapidly went to pieces. It was found that the reef was entirely submerged even in calm weather, except a small abutment about thirty feet long and five or six feet high, which projected about three feet above the water's level. All the boats of the

Fontabelle had been washed away, and as night again came down on the little band all hope fled. The waves which were still running quite heavy, blew over them incessantly, and without food or shelter, it was evident that death could be the only fate of the devoted party.

When the next day had almost past, during which time there was scarcely a word spoken by the despairing party, the lowering clouds to the eastward were ominous of another storm.

By sundown the rain was falling, and, as the wind increased in volume, the waves washed over the devoted party with pitiless force. In the darkness what transpired could not be told; but at intervals a piercing shriek, following a heavy wave, made every heart shiver, it being the unmistakable death-cry of a victim swept away by the unrelenting waves. When day broke, Mr. Branker, the mate, a seaman, and Captain Nixon's wife were all that were left.

The next day wore on until late in the afternoon, when, just as another gale was rising, the bark Dundee sighted them and sent a boat to their assistance. Just as the ship-wrecked party were hoping to be taken off, they were horrified at seeing the boat capsize and the entire crew of six men drown in the surf. The Dundee, however, sent out a second boat, and the gallant sailors, at a great risk, succeeded in taking off the survivors.—*Scholars Companion*.

## Sister Dora.

Not long ago a woman died in England whose history was so remarkable, that a book was immediately printed telling of her life. This was entitled, "Sister Dora," and from it American readers have come to know what a woman of energy could do. Her name was Dorothy Patterson, and she was the daughter of a clergyman; a delicate, an even sickly girl in childhood, and a member of a family of high social position in a class where women are carefully sheltered from the world as are Easter lilies from the winter wind.

When Dorothy reached womanhood, she became remarkably beautiful, and developed the strength and energy of a man. She followed the hounds, dressed and danced, and tried to find a field for her enormous vitality in ordinary ways, but in vain. At last she resolved to devote her life to others. She gave up fashionable life, and took a village school to teach, to discipline herself. Afterward, she joined a religious charitable society, nursed the sick, scrubbed the floors, cleaned grates, etc., but even this menial work did not satisfy her restless energies.

She became a manager of a small-pox hospital, in the Black County of England, and there she found her proper work and place.

Her masculine strength, wonderful beauty, keen delight in a laugh, and sound common-sense, gained her a commanding influence over the rough miners. Her life was given wholly to their service. Her medical and surgical skill was great.

On one occasion, when the doctors had decided that a patient's arm must come off, Sister Dora declared that she could save it. She was warned that the man would die, but she persisted, and for weeks never left his bedside. She succeeded.

Years afterward, when she lay ill, this man would walk ten miles on a Sunday to ask for her. "Tell her it was 'her arm' that rang the bell," he would say, and go back again. She knew no fear when nursing her patients, and often when one was sinking into the collapse which precedes death from small-pox, she would place her lips to his, and inflate his lungs with her healthy breath, in hopes of restoring vitality.

Her strength was so great that she lifted men and carried them from one ward to another, as other women would babies. Yet she never lost her womanliness; and it was through this and her tender sympathy that she maintained her absolute control over men of this district. She influenced them to give up drinking and immorality.

When "Sister Dora" died, thousands of the miners came to follow their friend to the grave.—*Scholars Companion*.

## HORSFORD'S ACID PHOSPHATE

IN NERVOUS DISEASES.

Having used it very considerably, I can testify to its great value in functional derangements of the secretory and nervous systems.

CHAR. WOODHOUSE, M.D.

Rutland, Vt.

A KING of England has an interest in preserving the freedom of the press, because it is his interest to know the true state of the nation, which the courtiers would fain conceal, but of which a free press alone can inform him.—*Cotter*.



## BOOK DEPARTMENT.

## NEW BOOKS.

Publishers will favor themselves and us by always giving prices of books.

**THE ENGLISH POETS.** Selections, with critical introduction by various writers and a general introduction by Matthew Arnold. Edited by Thomas Humphry Ward, M.A. Four volumes, in box, \$5.00. New York and London: Macmillan & Co.

These volumes furnish in a convenient form a thoroughly representative selection of English poetry, from Chaucer to modern times, excluding the drama and the writings of living poets.

The distinguishing feature is that the work of selection and criticism has been entrusted to a number of different writers, who have been chosen for their special acquaintance with the poets and the periods with which they deal. It is hoped that the book may thus claim a degree of authority which could not be claimed by any single writer who should attempt to cover the whole vast field of English poetry. Among the special editors are Matthew Arnold, Prof. Skeat, Thomas Arnold, J. C. Collins, Prof. Nichol, E. W. Gosse, Goldwin Smith, A. C. Bradley and many other eminent writers, each one able to write with special skill on his special subject.

Volume I. contains: Chaucer, Piers Plowman, Gower, Lydgate, and Occleve; early Scotch poets, English and Scotch ballads, Sackville, Spencer, Sidney and Shakespeare.

Volume II.: Ben Jonson, Drummond, Beaumont and Fletcher, Brown, Wither and Habington, Herrick, Herbert, Crashaw, Cowley, Waller, Denham, etc., Milton, Marvell, Butler, Dryden.

Volume III.: Swift, Gay, Prior, etc., Pope, Allan Ramsay, Thomson, Akenside, the Wesleys, Collins, Gray, Goldsmith, Cowper, Burns, Crabbe.

Volume IV.: Wordsworth, Coleridge, Southey, Rogers, Campbell, Scott, Moore, Byron, Shelley, Keats, Landor, Hood and Præd, Keble, Clough.

The design is admirable and it has been well executed. The scheme is one that every literary man will rejoice to see actually put into form. The poems one may have, but the criticism by eminent critics is not so easy to get. The grasp such men as Matthew Arnold, for example, have of the scope and purpose of poetry, has been obtained by a life-long study, and it is of the highest value to the world. The plan is not only a most admirable one, but an examination shows it to have been carried out with a faithfulness that cannot be overpraised.

**FIRST LESSONS IN NATURAL HISTORY AND LANGUAGE** by Prof. Tweed, late Supervisor in Boston, and Mr. Anderson of the English High School. Lee & Shepard: Boston.

These lessons follow the most advanced methods of objective teaching, which is the natural method by which children acquire their use of language. The object of the book is to accustom them to correct expression by placing before them objects of interest; and at the same time, to cultivate habits of accurate observation and careful discrimination. The interest that all children take in animals, and especially in domestic animals with whose habits they are familiar, lead to the choice of the subject-matter of these lessons; and while they are intended primarily, as language lessons, they yet furnish a basis of facts that will enable pupils at a proper time to understand the classifications of natural history. It must be admitted that the plan on which the

book is founded is sound in theory; and where it has been tried it has been found successful.

**CARLETON'S ENCYCLOPÆDIA AND HANDBOOK OF INFORMATION.** Sixteenth edition, revised and enlarged. New York: G. W. Carleton & Co. Price \$3.50.

This good-sized volume holds a store of useful information upon all kinds of topics. Astronomy is the first taken up and then follow geography, mineralogy, chemistry, natural history, ethnology and chronology, language, literature, Greek and Roman philosophy, mythology and ancient history, mediæval and modern history down to our own times. This is the general scope of the book and, as will be seen, renders it valuable for reference or continuous reading. The information is arranged in question-and-answer form, which has many advantages. The replies are terse and to the point and no space is lost in unmeaning sentences. An analytical index in large type at the close and a number of full-page illustrations complete the special features of this encyclopædia. While not exhausting, it contains many most valuable features, and for the general reader will be found quite attractive.

**REMINISCENCES OF DR. SPURZHEIM AND GEORGE COMBE.** By Nahum Capen. New York: Fowler & Wells. Price \$1.50.

Dr. Capen gives in this volume a review of the science of phrenology from the time of its discovery by Dr. Gall to the time when George Combe came to America. As there has been little written about Dr. Spurzheim, and the author was his personal friend, there seems to be a field for the present volume. No one can doubt the immense aid Spurzheim rendered to civilization and the general progress of intelligence. We read the book therefore with unusual pleasure. Let us embalm such men in memory.

**SHAKESPEARE'S KING HENRY THE EIGHTH.** Edited, with notes explanatory and critical, by Rev. Henry N. Hudson. Boston: Ginn & Heath. Price sixty cents.

The introduction to this play is very full and covers some forty pages.

**THE EASIEST WAY IN HOUSEKEEPING AND COOKING.** Adapted to Domestic Use or Study in Classes. By Helen Campbell, late superintendent of the Raleigh Cooking-School. New York: Ford, Howard & Hulbert. Price \$1.00.

This little manual is intended, not for people who live in luxury, nor those who desire twenty-five cent dinners, but for the vast majority of people who are in what is called "moderate circumstances." The writer has a different aim in view from that which other preparers of cook-books have sent their volumes to press. In Part First the house, drainage and water-supply, fires, lights, food and its laws, condiments and beverages, chemistry of vegetable foods, and other matters are discussed. This is invaluable to the young housekeeper, who desires a knowledge not only of cooking, but the care of the house. Part Second is devoted to receipts that Mrs. Campbell has herself tried. Several features included in this latter half are especially designed for teachers of cooking classes. We are more than pleased with the practicality of this book; it is no theoretical essay with impossible directions, but an earnest, helpful companion to housekeepers and teachers of cooking classes.

**BIENNIAL REPORT OF THE STATE SUPERINTENDENT OF FREE SCHOOLS OF THE STATE OF WEST VIRGINIA, for the years 1879 and 1880.** Wheeling.

We are indebted to Mr. W. K. Pendleton for the above report, in substantial cloth binding.

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**SECRET OF VICTORY.** By Margaret E. Winslow. New York: National Temperance Society. Price seventy-five cents.

The chief character of this volume is the son of an honored professor of a large college. Here he contracts the habit of drinking and falls deeper and deeper into intemperance. He makes several attempts to reform, and at last succeeds. The "secret" is told in the final chapters of the book, which is a good one for the Sunday-school and libraries of temperance organizations.

### MAGAZINES.

*Scribner* for March has a number of interesting points. The second part of Mrs. Burnett's piquant novelette, "A Fair Barbarian," will be eagerly read by those who have read the first part, and will be found even more interesting. "Ericsson's Destroyer," strikes attention. In London with Dickens is a chronicle of the localities of Boz, including Mr. Tulkinghorn's house, Limehouse Hole, Jenny Wren's house, the Inns of Court, etc. Dr. B. E. Martin, who contributes this paper, writes from personal familiarity with the places which he describes; an account of "Protestantism in Italy," by Rev. Washington Gladden; more "Notes of a Walker," including discussion of Shakespeare's natural history, by John Burroughs; "A Dangerous Virtue," a striking short story, by Mr. H. H. Boyesen; the fifth part of Mr. Schuyler's "Peter the Great as ruler and Reformer" follow. Among the poems there is a sonnet ("Two Homes") by Dr. Holland, who in "Topics of the Time" writes of "George Eliot" and "The Metropolitan Museum," and takes note of Bishop Coxe's exception to part of a recent paper in *Scribner* on the Bible Society. "Home and Society" treats of "A Mother's Duty to her Girls."

The *March St. Nicholas*. The most striking things in the *March St. Nicholas* are Mrs. Oliphant's admirable paper giving the touching story of "Lady Jane Grey" (to be followed in April by the companion article on "Mary Queen of Scots"); an illustrated account of two sturdy Icelandic boys and their desperate "Encounter with a Polar Bear;" "Mary Jane Describes Herself," an illustrated autobiography of a Sunday-school scholar; a new scientific in-door amusement called "The Magic Dance;" an incident of Adeline Patti's childhood, when traveling in the United States, in 1854, with Ole Bull and Maurice Strakosch; and the four serials—the fourth installment of Rossiter Johnson's story of "Pheasant Rogers," in which is described that young inventor's disastrous "horizontal balloon-ascension;" Dr. Oswald's stirring "Adventures in Nature's Wonderland;" Mrs. Clara Erskine Clement's second paper of "Stories of Art and Artists," with six pictures; and the anonymous "Mystery in a Mansion; a Story of an S. S." There are more than

fifty illustrations, a page of music, and an Anglo-Chinese story for the boys and girls to interpret.

The *Atlantic* certainly deserves the name of being a standard magazine. We are again impressed with this fact upon receiving the March number. Persons interested in watching the origin and growth of monopolies are invited to read H. D. Loyd's article, "Story of a Great Monopoly," which covers seventeen pages. The Standard Oil Co. is a disgrace and so are all monopolies. Frances L. Mace has a sonnet upon each day of the week. "The End of the War," by Theodore Bacon, will attract many. Katharine Carrington, who will be remembered as the writer of that unique etch, "Rosamond and the Conductor," continues a story called "The Eleventh Hour." The *Atlantic* is the magazine of literature.

The illustrated papers in the *March Lippincott's* are, "The Diamond Mines of South Africa," by E. B. Biggar, and "Moose Hunting." Art students will be pleased to read Phebe D. Nott's article on "Paris Art-Schools." The description of "The American Newgate," by Charles Burr Todd, and the account of six months spent in a Russian country-house will be of interest to all readers.

Kunkel's *Musical Review* for February contains an operatic fantasia on "Martha," by Jean Paul, and a song called "Row, slumber, love."

### Fees of Doctors.

The fee of doctors is an item that very many persons are interested in just at present. We believe the schedule for visits is \$3.00, which would tax a man confined to his bed for a year, and in need of a daily visit, over \$1,000 a year for medical attendance alone! And one single bottle of Hop Bitters taken in time would save the \$1,000 and all the year's sickness.—Post.

**OCEAN CABLES.**—Two more cables are to be laid across the Atlantic ocean. The length of a cable is about 2,000 miles, and the cost of these two will be about seven millions of dollars. The Anglo-American Company has three cables now in operation; one was laid in 1865, broken in 1873 and abandoned in 1878; one was laid in 1866 broken in 1877 and abandoned in 1878—but last year it was put in good repair. The company also use the only French cable, but this is a poor affair. The new French cable runs from Brest to Louisburg.

### Another Candidate.

By a large majority the people of the United States have declared their faith in Kidney-Wort as a remedy for all the diseases of the kidneys and liver, some, however, have disliked the trouble of preparing it from the dry form. For such a new candidate appears in the shape of Kidney-Wort in Liquid Form. It is very concentrated, is easily taken and is equally efficient as the dry. Try it.—Louisville Post.



# A BRAIN AND NERVE FOOD. VITALIZED PHOS-PHITES.

THIS DIFFERS FROM ALL OTHER TONICS AS IT IS

Composed of the Vital or Nerve-Giving Principles of the Ox Brain and Wheat Germ. Physicians have found it so necessary that they alone prescribed 300,000 packages. It restores lost energy in all weaknesses of mind or body; relieves debility or nervousness; gives vitality to the insufficient growth of children; strengthens the digestion; cures neuralgia and prevents consumption. It restores to the brain and nerves the elements that have been carried off by disease, worry or overwork.

For Sale by Druggists, or by mail, \$1.00.

We invite the attention of teachers to the Chart of Animal Classification, advertised in another part of the paper. The Chart is an admirable arrangement of the familiar groups of animals. The great sub-kingdoms are represented as trunks, from which branch the Classes, from these the Orders, then the families with each of which are given from one to five names of well known animals. The Chart helps the student of Zoology to a clear idea of Classification; it is, also, an excellent help to the teacher of children to systematize the instruction in Natural History that incidentally occurs in every class-room. Teachers will be pleased to note the advertisement of Mr. A. B. Griffen on another page. He is a practical teacher and has made a real help for other teachers.

ALL parties desiring to secure the services of professors, tutors, teachers for public and private schools, visiting and resident teachers, for schools and families, should notice the announcement of the Educational Bureau, of Miss Florence Fitch, 27 Union Square, New York City. This Agency was established six years ago, and it has been very successful. The representations of Miss Fitch can be relied upon and she makes no charges through her agency. She also makes a specialty of placing pupils for parents and guardians in school of the best character.

**THE REVISED NEW TESTAMENT.**—Shall we have a cheap official edition? The help of our readers asked to secure it. It is believed that the English Oxford Press (the official publishers) would be willing to issue a cheap popular edition of the New Testament, provided they can be convinced that the demand for such an edition in this country is great enough to warrant it. To test the extent of this demand our readers are requested to send at once to I. K. Funk & Co., 10 and 12 Dey st., New York, their names, stating how many copies they are willing to take for themselves and friends, provided the price per copy be not more than 35 cents postage free. These would be the official copies, printed in Oxford, England, from the original plates, and would be delivered in America simultaneously with the high-priced edition.

## Cook's Tours.

Those who contemplate travelling in Europe, or any other part of the globe, either alone, or with excursion parties, will find it to their advantage to investigate the numerous facilities offered by THOMAS COOK & SON, the renowned Excursion Managers of 261 Broadway, New York.

A large pamphlet, giving full particulars of their tours, will be mailed free, on application, to any one interested.

## A Cross Baby.

Nothing is so conducive to a man's remaining a bachelor as stopping for one night at the house of a married friend and being kept awake for five or six hours by the crying of a cross baby. All cross and crying babies need only Hop Bitters to make them well and smiling. Young man, remember this.—Traveller.

## MADAM ZADOC PORTER'S CURATIVE COUGH BALSAM.



Favorably known and Largely Used in New York City and Vicinity for over Forty Years.

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Warranted, if used according to directions, to cure or relieve Coughs, Colds, Croup, Whooping Cough, Asthma, and all Affections of the Throat and Lungs.

A Purely Vegetable Expectorant; not a violent remedy; and very agreeable to the taste.

If you have a cold, however slight, do not fail to give the Balsam a trial. The timely use of a 25c. bottle will often prove it to be worth a hundred times its cost.

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IN EITHER LIQUID OR DRY FORM

That Acts at the Same Time on

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These great organs are the natural cleansers of the system. If they become clogged dreadful diseases are sure to follow with

**TERRIBLE SUFFERING.**

Biliousness, Headache, Dyspepsia, Jaundice, Constipation, Piles, Kidney Complaints, Gravel, Diabetes, Rheumatic Pains or Aches, are developed because the blood is poisoned with the humors that should be expelled naturally.

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